

# The Teachers College Journal

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Division of Research

Indiana State Teachers College

Terre Haute, Indiana

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# THE TEACHERS COLLEGE JOURNAL

VOLUME II

SEPTEMBER, 1930

NUMBER 1

## The Relationship Between The General Administration and The Training School

L. N. Hines, President  
Indiana State Teachers College

The training school should be the heart of any well organized and efficient college for the preparation of teachers. The best teaching anywhere should be done in the school devoted to supervised teaching. Training school teachers should be thoroughly grounded in the academic phases of their subjects, and they should be able to present in faultless style, to their pupils and to the college students, the class-work that is given them to do.

There should be likewise the closest affiliation between each college department and the training school. Each college teacher should be such a master of the preparation of teachers that he can go into the classroom of a training school and conduct recitations with the same ease and excellence that the regular critic teacher uses in her daily work.

The faculty member in a teachers college is something more than a mere college instructor. First of all, he must be a master of his sub-

ject-matter. In the second place, his own methods in his daily classes should be of the highest type. Students should be able to receive inspiration and instruction in classroom methods through association with their college teacher. No student should ever pick up the habit of going through class work in the wrong way through the influence of the college. In other words, the college teaching should be all teachers college teaching—it should be well done. In the third place, the college teacher should maintain the closest connection with the teachers of his subjects in the training school. He should know what is being done by the students who have been in his classes and have gone to the training school for their supervised teaching. He should never consider himself merely as a college teacher without responsibility for his students when it comes to their learning the best methods to be used in classroom procedure.

It is readily seen, of course, that

the above reasoning can lead only to one conclusion; and that is that there must be the closest connection between the teachers college and the training school. All phases of the policy of the administration in handling the preparation of teachers must constantly emphasize the fact that the training school should be in the center of the life of the institution. When the training school is neglected the efficiency of the college drops to a lower level. When the teachers college teacher has a low opinion of the training school or has no sympathy with its work, then there is a lame place in the institution. Whenever the administrative powers of a teachers college have any philosophy or set

of views that do not emphasize the value of an efficient training school then there is something wrong with the institution.

In summing up, it may be repeated that efficient and high grade teachers only should be put in the training school; that these teachers should have the fullest support and cooperation from the administrative authorities of the college; that all the college teachers should be thoroughly acquainted with the processes and purposes of the training school; and that every teachers college can be accurately measured as to its efficiency by a true evaluation of what the training school is doing and by the results it is accomplishing.

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#### ADVANCE DEGREES VERSUS LAUNDRY SOAP

No one realizes more than the teacher how educational requirements are increasing. Organizations of which educational institutions are members have been constantly raising their standards and their membership requirements. One of these requirements regards the number of faculty members of member institutions who hold advanced degrees. To most faculty members the acquiring of these degrees is a serious problem. But, as usual, there is always the humorous side of the question to be seen.

In one "faculty" home where the

father has just completed his work for the Ph. D., degrees have held forth as the general topic of conversation a great deal of the time. Evidently the discussions have been impressed upon the mind of the youngest member of the family. The other day while out riding they stopped at a grocery. The father went in to do the buying. While he was gone the mother remembered she needed some "P and G" soap and sent the young son in to tell his father.

"Mother wants some soap," said the boy. "What kind?" queried his parent. "Oh, Ph. D.," the child replied.



## The Values of Supervised Teaching

E. E. Ramsey

Head, Department of Education  
Indiana State Teachers College

President William Lowe Bryan of Indiana University has within recent years given utterance to the following: "Many excellent lawyers have had no law school training. Chief Justice Marshall heard law lectures for only a few weeks. Daniel Webster attended no law school. In truth no man becomes a master in any profession in a school. Mastery is won only through arduous years in the practice of a profession. Nevertheless the advantage of systematic and comprehensive schooling is very great. Harry Kurrie, eminent lawyer and railway president, spoke on this point last year before our law school. He spoke among other things of his own first success as due to recalling from his law school teaching an obscure point in the law of wills which the able lawyer at the head of his firm in a long practice had never heard of."

This quotation is pertinent to the matter of the philosophy of supervised teaching. In the first place President Bryan recognizes clearly the peculiar value of each of the two major phases of each and every profession—preparation and practice. Furthermore, the possibility of a carry-over from the former phase—although the points made within the scope of this preparation activity may be to the student wholly theoretic points—to the latter phase. It further recognizes the necessity of a preparation for the

profession which has had in the past the nature of dualism. In too many cases professional preparation still presents this outstanding dualistic weakness. The two activities must not be dualistic at heart. They must be unified though the bonds of unification may not appear clearly to the one receiving the training at all. There will come a time when "but now I see clearly" becomes true, provided theory has been evaluated properly. A better way to say it is that they must be unifiable.

If the profession of the law carries with it the need of the maturation of the professional attitude through practice, so does the teaching profession carry the same need. If the profession of the law carries with it the need of the maturation of a knowledge of theory through schooling, so does the teaching profession carry the same need. The professions of teaching, of medicine, and of engineering are probably slightly superior to the law in the fact that the early practice in each may be carried on with less attendant dangers. At any rate it is certain that supervised teaching may be carried on under the guidance of skillful supervisors not only with no attendant danger to the pupils taught but with very considerable additional profit to them. The much-to-be-deplored term practice-teaching should fall out of our vocabulary and its place should be taken

by a term not only more dignified but more significantly true—supervised teaching.

What are the values of supervised teaching? In the first place, we may assume—though at times the assumption is fallacious—that the background of theory has been laid properly. The first function of supervised teaching is to unify the theory and practice, thus ending the theory of dualism as it so often appears in the teaching which the beginner attempts to do. Such teaching may also tear down theory offered in case such theory is in error. It corrects bad theory. In these days of shifting theory and of human tenacity in adhering narrowly to a given theory this becomes a second important function of supervised teaching. Possibly my third point is a repetition of the first one. Modern psychology and philosophy are both in opposition to the theory of dualism. The older no-man's-land between body and mind narrows so that body can reach across into mind and mind into body. In other words we are coming to see that mind is not an organization apart from motor and from sensory activities and skills, but is very largely a development of motor and sensory skills. We learn from the outside and not from the inside. Watch the skilled carpenter who is buying a hammer or saw or

any other tool. He "hefts" the hammer or the hatchet or the adze. He gains his notion of the usefulness of each (to him) by his motor capacities. "No, I don't like this one—it doesn't feel right." So the supervised teacher is introduced through supervised teaching to the "feel" of teaching. I am not saying that teaching is a mechanistic process at all, but the unification of the two phases of training can be acquired only through this efferent action. Afferent action is just as important and the complete action of unification comes only after both efferent and afferent neural action have made a complete neural circuit. Dewey says, "Experience is in truth a matter of activities, instructive and impulsive in their interactions with things." Thus supervised teaching becomes a matter of activities constituting one part of this neural circuit.

Finally there is the undefinable result of supervised teaching in the elimination of physical and mental awkwardness. Watch C. H. Judd rise from his chair on the platform after being introduced to an audience and walk to the front. The "walking" betrays the mind and the mind evidenced by his speeches explains the walking. There is a refreshing physical and mental poise which comes only from experience. This, supervised teaching seeks to give.

# The Administration of Student Teaching In Indiana State Teachers College

Edwin N. Canine

Director of Observation and Supervised Teaching  
Indiana State Teachers College

Student teaching is a division of the department of education, and is under the general management of the head of that department. The director of student teaching has full administrative charge of the division. He directs the work of the supervising teachers and the student teachers in grades four to eight. The director of primary education in the college directs the work of the supervising teachers and student teachers in grades one to three. One assistant director has charge of the work in grades nine to twelve, while another works with both the primary and intermediate grades during the spring and summer terms. These directors have no other classes.

Directors hold a few general conferences with student teachers, but work mainly through the supervising teachers. They proceed on the theory that the supervising teachers are conducting the course for the students assigned to them. The results will be in direct proportion to the capability and adaptability of the supervising teachers. The first concern, therefore, is to secure the best supervising teachers available.

## **The Campus and City Training Schools**

The college maintains a campus training school. The building was erected in 1907 and has been for

several years wholly inadequate to care for the large enrollment in student teaching. There are at present in the training school nineteen teachers, distributed by departments as follows: elementary, five; junior-senior high school, eight; special, six. At the beginning of the school year 1930-31 two more teachers will be added to the junior high school. The school day consists of six fifty-five minute periods, corresponding to the six fifty minute periods of the college.

Since the campus school cannot accommodate all the applicants for student teaching, the officials of the college have arranged two plans with the school city for handling a large number of student teachers. Under the first plan the college pays the school city \$7500.00 for the use of the Deming elementary school, which at present has twenty-one teachers, distributed as follows: kindergarten and grades one to three, eight; grades four to eight, eight; special, four; principal, one. Additional seventh and eighth grade pupils are to be transferred to the Deming at the beginning of the school year 1930-31 and the school will be given junior high school standing. The school day consists of six fifty minute periods, corresponding closely to the college periods. The primary grades have the usual room organization. The

intermediate grades have a semi-departmental organization, while the seventh and eighth grades have the regular subject departmental organization of the other junior high schools of the city. The school city pays each teacher in the Deming school \$250 more than the regular city schedule.

The Deming school remains under the full control of the school city, precisely as does any other school of the city. Student teachers thus have the benefit of part of their training in a regular public school, meeting essentially the same conditions that will prevail in their own schools later. From this plan two important advantages accrue to the college.

(1) Teachers in the Deming school must have the approval of the college department of education. When new teachers are employed they must meet the highest standards set by the state for critics or supervising teachers. The college thus has at its disposal an entire city school supplied with the best available teachers.

(2) Legally the administration and supervision of the Deming school are functions of the city school officials only. In practice the director of student teaching is consulted freely by the principal regarding administrative matters which affect student teaching. The supervision of the Deming school is left largely to the college. The director of primary education in the college cooperates with the primary supervisor of the city schools in the direction of the primary grades. The director of student teaching helps to plan and to supervise the

work of grades four to eight. The Deming school thus remains a complete city unit, while at the same time the college is free to plan and to direct work so as to secure the most desirable results in student teaching. Under this arrangement the Deming school serves essentially the same purposes as does the campus school.

Under the second plan of student teaching in the city and township schools, the college selects capable, well trained teachers in the various elementary and secondary schools, to whom the student teachers are assigned. To such teachers not more than three students are assigned at one time, except in the mid-spring term, when four students are at present assigned to an elementary teacher. During the regular school year the average is not more than two, as only the secondary schools are needed at that time. The campus and Deming schools accommodate all elementary student teachers except in the mid-spring short term.

In 1926 the college board established a sliding scale of pay for supervising teachers working under this second plan.

For one student teacher—\$36.00 per term of twelve weeks.

For the second student teacher,—\$18.00 per term of twelve weeks.

For each additional student teacher—\$12.00 per term of twelve weeks.

This plan is less expensive than the first plan but the college has no voice in the conduct of the school, nor in the classroom procedure. Two student teachers assigned to one supervising teacher would cost



the college \$54.00 or an average of \$27.00 per student teacher. In the Deming school the average cost to the college per student teacher for twelve weeks is approximately \$36.00. In the college training school the cost is naturally very much greater.

In both the campus and Deming schools six student teachers are assigned to a supervising teacher in the periods of the year when the enrollment is greatest. The total number for the full year will average about twelve student teachers to one supervising teacher. In both schools a group study-recitation plan is used which makes it not only possible but profitable for the children to have this number of student teachers for at least a part of the year. It affords an even better opportunity for improvement in student teaching than does the traditionally organized school.

For teachers on a rural course the college arranges with a township trustee on the same basis as is done in the city. A capable supervising teacher is selected and paid in the same way. To avoid unnecessary expense of transportation the student teacher may spend the full forenoon in the rural school and is given credit for eight term hours instead of the regular four hours. Occasionally rural course students are permitted to observe and work in these schools for one week, but do most of their work in the regular training schools.

#### **The Summer School**

The number of student teachers completing their work in the summer school is very large. Through the courtesy and cooperation of the

school city officials the college is now able to offer excellent opportunities for summer work. The college conducts the secondary work in the Wiley High School and the elementary work in the Deming and Cruft schools. In the past three years the enrollment of children has increased so rapidly that practically normal school conditions are secured for this summer student teaching. Classes are about the usual size and the number of student teachers assigned to each supervising teacher is the same as in the spring term. A fee of twelve dollars is charged in the mid-spring and first summer terms. During the regular school year no fees are charged for student teaching. The course is not offered in the second summer term.

The college operates its campus school and assists in the supervision of the Deming school upon the theory that to serve well as a student teacher training school any school must first meet fully the needs of the children. Such a school must be organized around the child's learning activity rather than the teacher's teaching. Those in charge of student teaching in Indiana State Teachers College believe that student teachers derive the greatest benefit from setting and attempting to solve teaching problems in such a child centered school. Teaching technique is less important than teaching sense.

#### **Time Allotments**

Each student is required to carry supervised teaching for two terms of twelve weeks each, unless excused for reasons stated later. He

must spend two fifty minute periods daily in the classroom for a minimum of forty-eight days, making ninety-six fifty minute periods, or a total of 4800 minutes for each term. For satisfactory work the student receives a credit of four term hours for each twelve weeks, or eight term hours in all. In the short mid-spring and first summer terms four fifty-minute periods daily for twenty-four days are required.

These time limits are merely guides, the important thing being the character of the work. The student may, and usually does elect to spend considerably more than the required time in the classroom. The supervising teacher or the director may require more time when deemed necessary to enable the student to complete the work satisfactorily. When done under the direction of the supervising teacher the student may use a part of the extra classroom time in preparation. The greater part of the preparation is done, however, outside of the two classroom periods.

Observation and teaching are carried concurrently throughout the two terms. In the first term the work is largely observation, participation, and teaching. Observation continues in the second term but teaching is supposed to predominate. The minimum requirement of the state for three semester hours of credit is thirty-six teaching and eighteen observation periods, a total of fifty-four fifty minute periods. The Indiana State Teachers College time requirements for four term hours are almost double the state requirements for three semester hours.

TABLE I  
ALLOTMENT OF THE TIME FOR PRACTICE

Activities	Fifty Minute Periods
Observation of the supervising teacher's work	16
Teaching	32
Additional activities	48
Total	96

The "additional" activities may consist of: more teaching and observation; supervision or direction of study; individual or small group teaching; various routine duties; conferences with the supervising teacher and with the director; devising and giving tests; preparation of lesson plans under the direction of the supervising teacher; and various other activities that a regular teacher may be called upon to perform.

The term "teaching thirty-two lessons" is interpreted to mean that the student teacher is indirectly responsible for the work of the class for thirty-two periods. The kind of work is to be determined by the supervising teacher. If it is definitely planned for the pupils to study during one or more class periods, and the student teacher is required to make as careful preparation for directing the study as for a formal recitation, the period is counted as one of the thirty-two required teaching periods. The essential things are that the student teacher must be in charge of and responsible for the work of the pupils assigned to him for that period, and that the work is a part of the regularly planned program. The college wishes to train student teachers for a child learning rather than for a teacher teaching activity. The traditional, formal recitation is not usually a very effective instrument in such a program. Stu-

dent teachers and supervising teachers are encouraged to find better ways of securing child learning.

### **Eligibility Requirements**

#### **TWO YEAR COURSES.**

1. The completion of four quarters of work, or sixty-four hours of credit.

Exceptions are made for students having excellent records, and in the fall quarter, when there are comparatively few applicants. Under such conditions only forty-eight hours may be required. In a few cases students are not permitted to begin student teaching until the sixth quarter.

2. The student must have grades of "C" or better for one-half or more of her work.

#### **FOUR YEAR COURSES.**

1. Completion of nine quarters of work, or 144 credit hours.

Especially strong students begin in the ninth quarter; while some others may not begin until the eleventh quarter.

2. Completion of the pre-requisites named in the catalogue; Education 111, 122, 221, 331, and 311; and the methods course of the subject to be taught.

3. Completion of two-thirds of the major requirement.

4. The approval or recommendation of the head of the department concerned.

5. The student must have grades of "C" or better for one-half or more of her work.

In the mid-spring term students on the two-year course must have completed four and one-half quarters of work or have seventy-two hours of credit. To begin practice in the summer term they must have

completed five quarters, or have eighty hours of credit. Four-year students must have at least 160 hours of credit in the mid-spring term and 176 in the summer term. Students are not permitted to carry two terms of supervised teaching concurrently in the mid-spring or summer terms. In the full twelve weeks term such procedure is possible and is sometimes encouraged.

### **Exemptions and Substitutions**

Students who have had forty months of successful teaching experience are exempt from student teaching, according to state regulations. They may elect the course if they so wish. Four year students who have had two or three years of successful teaching experience, a high scholarship record, and who make an excellent record in their first term of student teaching, may be granted the privilege of substituting another education course for the second term of student teaching. No substitutions are permitted to two-year students who have had fewer than forty months of teaching experience.

The college more than meets all state requirements concerning student teaching. Those in charge realize that some students need much more time than others. Some could complete the work easily in one quarter while others need three or more quarters to get a fair grasp of the teaching problems, receiving two quarters of credit. Every reasonable effort is made to adjust the work to the needs of the student and yet comply with state regulations.

### **Student Teacher Enrollment**

The enrollment for the current

year is presented by subjects, course numbers, and quarters in Table II. Courses 251 and 252 are for elementary or two-year students. Courses 453 and 454 are for students preparing for high school and special subjects. Course 455 is advance student teaching for persons completing a four-year elementary course. In the primary this also includes students in training for critic teaching. Course 456 is intended for cadet teaching and for honor students.

Table II gives the enrollment for the regular school year and is read as follows: In the beginning primary course there were thirteen student teachers enrolled in the fall quarter, twenty-nine in the winter, and eleven in the spring. Table III gives the detailed enrollment of student teachers for the mid-spring and first summer terms. It is read in the same way as Table II. The total number of supervised teaching courses for the year was 841, taken by 500 different students.

TABLE II  
STUDENT TEACHER ENROLLMENT FOR THE SCHOOL YEAR 1929-1930

Department	Fall, Winter, and Spring Quarters						Total
	251	252	453	454	455	456	
	F-W-S	F-W-S	F-W-S	F-W-S	F-W-S	F-W-S	
Primary	13-29-11	5- 8-29			4- 4- 4		107
Intermediate	11-45-17	3- 8-47			3- 1- 2		187
Rural	1- 2- 1	1- 2- 3					10
Music	0- 1- 2		6- 5- 6	2- 6- 6		1- 0- 2	37
Art	0- 0- 1		1- 4- 0	1- 3- 3		0- 1- 2	16
Industrial Arts	0- 0- 1		5- 3- 3	0- 2- 5			19
Home Economics			6- 9- 2	2- 4- 7		1- 1- 1	33
Physical Education	0- 1- 0	0- 0- 1	5- 6- 5	2- 6-11		0- 1- 1	39
English			7- 1- 2	1- 5- 3		0- 1- 3	23
Social Studies			3- 4- 4	2- 6- 6		0- 0- 3	28
Mathematics			4- 7- 5	1- 2- 6		0- 0- 1	26
Science			3- 7- 4	1- 1- 6			22
Latin			2- 3- 1	0- 1- 4		0- 1- 1	13
French			2- 0- 0	0- 1- 1			4
Commercial			12- 3- 2	4- 8- 6			84
Total	25-78-33	9-18-80	56-52-34	16-45-63	7- 5- 6	2- 5-14	548

TABLE III  
STUDENT TEACHER ENROLLMENT FOR THE MID-SPRING AND SUMMER TERMS 1930

Department	251	252	453	454	455	456	Total
	M-S	M-S	M-S	M-S	M-S	M-S	M-S
Primary	21- 3	7-25			3-10		31-38
Intermediate	51- 1	8-63			1- 4		60-68
Rural	13- 0	0-11					13-11
Music			2- 3	3- 3			5- 6
Art			1- 1				1- 1
Industrial Arts			3- 3	1- 4			4- 7
Home Economics			4- 0	1- 1			5- 1
Physical Education			0- 5	0- 5			0-10
English			2- 3	1- 3			3- 6
Social Studies			3- 0	1- 0			4- 0
Mathematics			2- 2	0- 3		0- 1	2- 6
Science			0- 2				0- 2
Latin				0- 1		0- 1	0- 2
French							
Commercial			4- 1	1- 1			5- 2
Total	85- 4	15-99	21-20	8-21	4-14	0- 2	133-160



Table IV shows the number of student teachers per supervising teacher for the regular school year 1929-1930. The table is read as follows: During the regular school year (three quarters) there were in the campus school 162 student teachers on the four-year courses, assigned to fourteen supervising teachers. The minimum number of student teachers to one supervising teacher was three, and the maximum eighteen. The average for the full year was twelve student-teachers to one supervising teacher. Fractions are disregarded in the averages and the numbers stated are the nearest whole numbers.

imum number of elementary student teachers to one supervising teacher was four in the mid-spring term. In the summer term it was six.

The purpose in this article is to set forth in considerable detail the administration or machinery side of student teaching in Indiana State Teachers College. The real work of student teaching is well stated in other articles in this number of the Teachers College Journal. The college tries to provide satisfactory conditions under which student teaching may be done. As soon as a suitable site has been secured a modern training school building

TABLE IV  
NUMBER AND DISTRIBUTION OF STUDENT TEACHERS TO SUPERVISING TEACHERS

Schools	Fall, Winter, and Spring Quarters 1929-1930				
	Student Teachers	Supervising Teachers	Number of Students to Each Supervising Teacher for the Full Year		
			Maximum	Minimum	Average
Campus School					
4-Year Courses	162	14	3	18	12
2-Year Courses	74	5	14	16	15
Deming School					
2-Year and 4-Year Courses	196	20	4	17	10
City High Schools					
4-Year Courses	66	14	2	9	5
City Colored Schools					
2-Year and 4-Year Courses	34	12	1	6	3
Total	532	65	1	18	8

Cadet teachers are not included in this summary.

The distribution for the mid-spring and first summer terms is not essentially different. The max-

imum number of elementary student teachers to one supervising teacher was four in the mid-spring term. In the summer term it was six. This will change conditions quite a little, permitting more of the work, as well as work of a different type, to be done on the campus.

## Supervised Teaching In The Indiana State Teachers College\*

Frank L. Wells

Assistant Professor of Education  
Indiana State Teachers College

Courses in supervised teaching occupy a strategic position in a teacher training program. Of all the courses in education they afford the greatest possibilities for coordinating and unifying the work of the department. An illustration from psychology will serve to make clear what is meant. It is a generally accepted fact that psychology furnishes the knowledge which gives insight and perspective to teaching techniques and to child understanding. But not all facts and principles of psychology serve this purpose equally well. Some are functional; some are not or very little so. It is the responsibility of those in charge of supervised teaching to discover and include in their courses of study the contributions which psychology can and should make to the needs of teachers beginning supervised teaching. When this is done a basis of cooperation is established. The teacher of psychology makes a definite contribution toward the training of the teacher for the immediate and actual job of teaching. This may or may not be all the same thing as teaching psychology.

The illustration from psychology applies with equal force to those

who teach other subjects in education. Rightly conceived the course of study in supervised teaching should serve not only to direct student teaching but also to furnish a basis for integration of the courses included in the professional training of the teacher.

With this as a general point of view we come to consider more specifically what should be included in supervised teaching. The course in supervised teaching in Indiana State Teachers College consists of three main divisions or units. These are (1) introducing the student to the course, (2) the observation of teaching, and (3) student teaching. Specific objectives or outcomes together with suggested activities are given in detail under each of the divisions. The general objectives of the course are:

1. To secure the attitude of scientific method in attacking teaching problems; that is, the student teacher becomes, in a real sense, a student of teaching.
2. To acquire perspective in teaching; this includes:
  - a. Perspective in teaching as a unified complex activity.
  - b. Perspective in teaching as related to learning in classroom activities.
3. To develop teaching ability or skill.

In the following sections certain phases of supervised teaching will

\*The discussion presented here is based largely on a syllabus in Observation and Supervised Teaching prepared by the following members of the Indiana State Teachers College faculty:

Edwin N. Canine, Director of Observation and Supervised Teaching  
Frank L. Wells, Assistant Professor of Education  
Olis G. Jamison, Assistant Director of the Training School.

be briefly discussed, under each of the major divisions.

### **I. Introducing the Student to the Course**

**TEACHER - SUPERVISOR RELATIONSHIP.** In addition to acquainting the student with the materials of the course and their use, an important objective of this unit is the establishment of a satisfactory teacher-supervisor relationship. A clear understanding and acceptance on the part of the student of the ethics involved in this relationship constitutes the basis for a correct attitude toward the supervisor and toward teaching as a profession. The obligations implied are mutual. The information growing out of the confidential relationship of supervisor and teacher may not be used indiscriminately by either. Ethics serves its purpose when mutual cooperation and helpfulness are promoted.

**CONDUCT OF OBSERVERS.** Is it necessary to take up with prospective teachers the question of right conduct during observation? This question is asked because Dr. A. R. Mead, chairman of the research committee of supervisors of student teachers, states that it is usually forgotten. To expect beginning teachers without guidance or discussion to conduct themselves properly during observation is, to say the least, taking quite a lot for granted. The writer has seen graduate students in education indulge in loud and unrestrained laughter at pupil responses, consult among themselves during the teaching situation, and indulge in other objectional practices. Demonstrations such as these discourage the timid pupil and furnish the bold, impudent one with an

audience. The effect in either case is bad. In fact, any sort of behavior from observers which attracts pupil attention and response may be considered objectionable. Self effacement on the part of the observer should be the rule. It seems best to have student teachers formulate rules of conduct to be observed during the period of observation.

### **II. The Observation of Teaching**

**ROUTINE AND MECHANICAL ASPECTS.** The activities in which the teacher engages may be broadly classified into two major categories; namely, those activities which have to do with routine and mechanical aspects, and those activities which pertain to teaching and learning. Those who have examined available manuals of observation and practice must have been struck by the amount of time devoted to routine and mechanical aspects. In one, recently examined by the writer, seventeen of the thirty-five lessons were devoted to this phase of teaching. Such a distribution, in the opinion of the writer, is wholly out of proportion to the difficulty and amount of learning involved.

Our own practice is to have the student teacher spend no time on the observation of routine and mechanical aspects as such. He observes and takes notes on all activities that take place during the class period. The record of his observation of routine and mechanical activities is taken care of by means of a check list.

This method seems to possess certain merits. In the first place it saves considerable time. It is certain that the emphasis during the time devoted to observation should

be on activities more directly concerned with teaching and learning. This cannot be the case if a large proportion of the time devoted to observation is taken up with routine and mechanical aspects. In the second place the setting of the observation of an activity is in conformity with its later usage. That is, a student observes both types of activities during the class period just as later in his teaching he will engage in the performance of both types of activities during the class period. The learning is acquired in the setting in which it is later used.

The subdivisions made use of in the check lists are given below:

1. Cleanliness and orderliness of room.
2. Heating, lighting, and ventilation.
3. Handling materials.
4. Physical needs of pupils.
5. Records and reports.

**TEACHING AND LEARNING.** In the observation of activities concerned with teaching and learning the student makes use of the classroom activity to gain:

- a. Perspective in teaching as related to learning.
- b. Perspective in teaching as a unified activity.

The method followed is essentially that of laboratory procedure. The student observes, takes notes, and analyzes his observations. Tentative objectives of the observation of teaching and learning which were tried out experimentally this year are given in full below:

1. To observe and take notes on the activities of the class period.
2. To observe and take notes as above, and analyze the observation to show:
  - a. Objectives toward which the learning is directed.
3. To observe and take notes as above, and analyze the observation to show:

- a. Objectives toward which the learning is directed.
- b. Analysis of the learning included in the attainment of the objectives and the learning procedure.
4. To observe and take notes as above, and analyze the observation to show:
  - a. Objectives toward which the learning is directed.
  - b. Analysis of the learning included in the attainment of the objectives and the learning procedure.
  - c. The subject-matter by means of which the learning is carried forward.
5. To observe and take notes as above, and analyze the observation to show:
  - a. How interest and attention were aroused in the objective.
6. To observe and take notes as above, and analyze the observation to show:
  - a. How interest and attention were aroused in the objective.
  - b. How the learning objective was made clear to the pupils.
7. To observe and take notes as above, and analyze the observation to show:
  - a. How interest and attention were aroused in the learning objective.
  - b. How the learning objective was made clear to the pupils.
  - c. The teaching problems encountered.
8. To observe and takes notes as above, and analyze the observation to show:
  - a. Provision made for pupil learning through study.
9. To observe and take notes as above, and analyze the observation to show:
  - a. Provision made for pupil learning through study.
  - b. How the learning acquired by the pupils found expression.
10. To reconstruct a teaching plan from data gathered on previous observations.
11. To understand how a plan serves to give direction to teaching.

It is important also that students understand that teaching is not just doing a number of things. Teaching is a unified activity. The unifying factor is the objective or outcome toward which the learning is directed. The significance of unity in



teaching may be illustrated from reading. Reading may be analyzed into its component words just as teaching may be analyzed into its component activities. But good teachers of reading do not over emphasize the word as such. The significance of the word in reading is in its contribution to the thought of the group of which it is a part. The significance of the activity in teaching is in its contribution to the unity of the whole. Activity lists no more constitute teaching than word lists constitute reading material.

### III. Student Teaching

**OBJECTIVES.** Student teachers may reasonably expect to gain from their supervised teaching (1) a working knowledge of good teaching technique in the subject of supervised teaching, and (2) the benefits arising from a systematic study of one or more of their own teaching problems.

**THE TEACHING PLAN AND ITS EXECUTION.** A working knowledge of good technique in teaching means, roughly, what the athletic coach calls good form in sports. In teaching it involves the making and execution of teaching plans. A high degree of skill in teaching is not to be expected from the short period of supervised teaching.

There are certain fundamental concepts which we try to have students observe in making and executing their plans. One of these is that teaching is essentially a matter of directing learning. Many student teachers think that teaching is asking questions, and so fail to

recognize it in its larger meaning of carrying out the activities involved in its many phases as the assignment, provision for learning through study, and provision for organization and expression of the learning acquired. Another important concept to be observed by student teachers is that the execution of a teaching plan may occupy several days or even weeks. Students frequently think that the teaching plan must be completely executed during a single class period. Apparently they have difficulty in understanding that a single phase of the teaching plan, as for example making the assignment, may well occupy most, if not all of a class period.

**TEACHING PROBLEMS.** In addition to acquiring a working knowledge of good teaching technique in the subject of supervised teaching the student teacher should, during the period of supervised teaching, begin the systematic study of one or more of his teaching problems. It may be well here to define teaching problem. Good teaching is organized around a specific objective and moves forward to the attainment of that objective. A teaching problem is any factor that hinders progress toward the attainment of the objective. Getting sidetracked is an example of a common teaching problem. To diagnose a teaching problem requires more than a single observation. Chance happenings must be ruled out. Frequency of recurrence will determine whether or not a problem exists.

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*"The fact in the thing, and the law in the mind determine the method."*

"The true work of a Normal School, then, is: first, to train its students to such habits of thought and methods of investigation, as will enable them to determine for themselves the boundaries of each subject which they are to teach, to determine its content or subject-matter, to determine the logical dependence of the parts of the subject, and to determine the relation of the whole to other subjects.

"This process is finding 'the fact in the thing.'

"Second, to lead its students to study the forms and order of the spontaneous activity of their own minds. From such study one may gain a knowledge of the laws of his own spiritual activity and of the purposes of his different faculties

and powers. This knowledge enables one to direct intelligently his activities in the mastery of a subject of study.

"It enables him to know when he has 'thought the subject.' It aids him in the conduct of his personal culture. It aids him in the formation of his own character. This knowledge enables one to direct the efforts of those whom he shall teach to the same ends. This knowledge is what is meant by 'knowledge of the law in the mind.' These two knowledges are necessary to the teacher; for, in the presentation of a subject to children, what is first in the order of necessity and of logical dependence, is last in the order of apprehension by the child. What is first in the order of his cognition is last in the order of logical dependence. Having the two knowledges, knowledge of the subject and knowledge of the mind, the teacher can distinguish between the logical and the chronological order of presentation. He can choose either, according to the purpose he has in view and the state of mind of the learner. A teacher thus trained, can never be satisfied to be a mere imitator. He can never become mechanical, technical, deadening in his teaching. Penetrated with this idea, mastery of the subject and mastery of himself, he can never be a superficial person, never a superficial teacher. He alone can *simplify* truth and present it according to the capacity of the learner. He only can distinguish between the important and the unimportant. He only can teach *truly* the most in the shortest time.

(Continued On Page Thirty)

## A Tentative Plan For Integrating Theory And Practice

Frances R. Dearborn  
Formerly Director and Professor of Primary Education<sup>1</sup>  
Indiana State Teachers College

To those whose interests lie in the field of teacher-training work, the need for better functioning between the academic and supervised teaching departments is a very apparent one. In Indiana State Teachers College the fault seems to be a matter of circumstance not of the type of classroom instruction. To accommodate the observational needs of all our academic courses would be an impossibility with the training school facilities we have. Some plan other than that of observational activities alone must be devised to aid our students in integrating the subject-matter learned in college classes and the use of that subject-matter within the schoolroom.

Many solutions for better integration of theory and practice have been formulated by teachers colleges over the country and abroad.

The following summarizes a few of these solutions:

1. Method classes taught by the critic teacher who supervises the supervised teaching in the given subject.

2. Lengthened period for supervised teaching (either more terms of supervised teaching or longer daily periods).

3. Partial supervision of supervised teaching by teachers of subject-matter and method courses.

4. Telescoped academic courses

so that half of the term may be given to certain academic courses and the remainder of the term to supervised teaching in the field of these academic subjects.

5. Demonstration and observation lessons taught by the instructors of the academic subjects, in order to exemplify technique in the use of subject-matter.

6. Apprenticeship in which students doing supervised teaching live in homes of their pupils and study child nature and activities (the new procedure in Germany).<sup>2</sup>

In the primary education department of Indiana State Teachers College several plans are now under way for the better integration of the college academic courses and the supervised teaching. First we have selected three basic objectives which are acceptable to both departments, the academic and the teacher-training. The objectives in terms of their key words emphasize:

1. Human development.
2. Continuity in experiences.
3. Unity or integration.

Under the first objective, *human development*, each member of the staff in the department of primary education tries continually to keep in mind the human side of the student and to encourage her, in turn, to be equally attentive to the human

<sup>1</sup>This article was written before Miss Dearborn resigned her position at the Indiana State Teachers College.

<sup>2</sup>Alexander, Thomas and Parker, Beryl. *The New Education in the German Republic*. New York: The John Day Company.

characteristics of the pupils whom she observes. This "human development" objective emphasizes the matter of analysis and improvement of one's character and personality, of the attitudes and actions which reveal character traits, and of the mental traits which more or less control one's standards of thinking and living.

The second objective, *continuity*, has to do with the bridging of the gaps in learning experiences, so that the student may, by inventories and standard tests, by analysis of subject-matter achievement, and by knowledge of her own abilities, realize where she stands in relation to her group, what background she has provided upon which the college instructors may build, and what study habits she may already possess or may need to acquire. Individual differences in the background and the abilities of our teachers college students, especially in the students of the two-year courses, are the real problems of the college classroom teacher. And when there is added to poor background and equipment, a lack of perspective of self, such a student becomes almost hopeless as teacher material. Neither can we hope in two years time to overcome all the handicaps under which this type of student labors. Therefore, it is important that this objective of improvement under continuous training be carried out in such fashion that it leads to the elimination of unfit teacher material.

Our third objective, *unity or integration*, involves two phases of relationship:

1. The relationship of college

classroom experiences to life needs, and,

2. The relationship of college classroom subjects to each other.

The first of these two phases, the basing of classroom experiences upon life needs, is generally accepted today in the educational world as being a basic principle of school life. The second phase, the integration of one college subject with another, is not so generally accepted. In our own primary department, we intend to give it a good, honest trial for a sufficient period of time to test out the principle of integration of subjects as a matter of basic theory. The rest of this discussion will focus upon our plan for accomplishing such integration.

The unifying or integrating of courses will begin the first term of entrance in the college. From a series of meetings of the college classroom instructors and the supervising teachers of the primary department lasting for a period of two years, a plan of integration based upon student activities has been evolved. These activities have been organized into five classes or types as follows:

#### I. College Classroom Activities

Selected by the college classroom teacher.

Purpose: To socialize the discussion and solution of problems which are vital to education and which must be anticipated for schoolroom use.

Example: Education 271—Primary Classroom Management. Listing the activities which indicate an ideal teacher.

Record from your past experience the activities of the teachers whom you have admired most. Indicate the character trait which each activity reveals.

Compare this list with the code of ethics which has been formulated by the



National Education Association.

Make a secret analysis of yourself in comparison with the activities and traits you have listed.

If you feel that you need it, plan a conference with your classroom teacher in order to supplement your knowledge of yourself.

## II. Observational Activities

Selected from the cooperative judgment of college classroom and supervising teachers.

Purpose: To guarantee:

1. That certain necessary teaching procedures have been observed and discussed in detail with students before they enter their supervised teaching work.

2. That these students have a preliminary understanding of schoolroom routine and pupil-teacher relationships.

Example: Education 111—Introduction to Teaching.

1. Observe for an hour and list every type of service the teacher had to perform. Use these headings:

- a. Administration.
- b. Teaching.
- c. Routine.
- d. Home Service.
- e. Discipline.
- f. Conference.

2. List ten additional services which the teacher may be called upon to perform as part of her regular work.

3. List five good references which discuss the duties of teachers.

## III. Pre-teaching Activities.

Selected from the cooperative judgment of college classroom and supervising teachers.

Purpose: To give the student an opportunity:

1. To prepare (under the college classroom and supervising teachers) teaching materials, lessons, units of work, or equipment which she may, after satisfactory completion, observe in use by some supervising teacher or student of supervised teaching in the training school.

2. To understand children and their needs before she works with them as clinical material in her supervised teaching.

Example: Education 131—Principles of Teaching. Making a unit of work for Grade I, II, or III.

Select one of the following topics and prepare a small unit of work which includes (1) a reason for teaching the unit, (2) an introduction which motivates the unit for the pupils, (3) a story, a game, a song, seatwork, a reading chart, and a piece of handwork, and (4) a check on some of the outcomes you hope to accomplish.

Topics (suggested):

The Snow Man.

One of the special days (Thanksgiving, Christmas, Lincoln's Birthday, St. Valentine's Day, Washington's Birthday, Memorial Day, Arbor Day.)

Pets.

Farm Animals.

The Carpenter (or the Postman, the Policeman, et cetera).

Safety in Play.

Better Speech.

When your unit is approved, observe some supervising teacher or student of supervised teaching who will teach it.

## IV. Partial Participation Activities.

Selected through the cooperative effort of college classroom and supervising teachers.

Purpose:

1. To guide the student so that gradually, through tasks of increasing difficulty, she may undertake the duties and responsibilities of a teacher.

2. To relate theory and practice in order to:

- a. Give greater continuity to meaningful experiences.

- b. Give better understanding to the growing complexity of teaching experiences.

3. To insure a better result in the securing of:

- a. Meanings of teaching experiences.

- b. Basic control of teaching experiences.

- c. Mastery of teaching experiences.

4. To help students appreciate that problems of education may best be worked out on a cooperative basis.

Example: Education 251—Primary Sup-



- |                                 |                               |                              |
|---------------------------------|-------------------------------|------------------------------|
| 5. Slant                        | in teaching this writing les- | can make perfect scores the  |
| 6. Position of paper and pencil | son.                          | next day in spelling.)       |
| 7. Position of body             |                               | Ask the children what stand- |
| 8. Neatness of paper            |                               | ards they must keep in mind  |

while they are writing. (These should be the ones listed under the *Activities* column.) There are three steps in the method to be used.

1. Get a good picture,
2. Write the letter, word, or sentence,
3. Check the written work.

Using the steps needed to teach this writing lesson. Ability to lead the child to find his own errors.

Follow this procedure in practicing on the letters:

1. The teacher writes the letter "m" on the blackboard while the children watch. (Do this twice.)

Helping children

A better knowledge of how to encourage the child who needs much help.

2. The teacher covers the copy and the children write it on paper. After writing, they look at the copy and check their results

3. Give the children who need it another impression of the letter, and more practice in writing it.

A transfer of technique to a different situation.

4. Recall the word in the previous day's spelling lesson that began with "m."

5. Present the written form of the word (using the three steps given above).

Use this same procedure for the other letters and words that need to be practiced. Remind individual children (not the group) of standards particularly needed. Do this quietly. Walk around and see how children are working.

Helping individual children understand their needs. Individual as well as group improvement.

After all the letters have been practiced in words, put them into a sentence. Illustration: Mary has a black and brown dog.

Encourage each child to ask for help.

Checking results.

An understanding of pupil progress.

*Check on Teaching.*

Have each child check his written work with each standard listed. If he thinks his letters are correct in form, he places a "c" in the upper right corner of his paper. This same method is followed with the other four standards of legibility.

Ask individuals to report on what they must watch and do better.

The teacher should collect the papers, re-check the work, and write notes of advice on certain papers, as—

Watch your slant.

Your alignment is very

In carrying out these plans in the college classroom, the observational and pre-teaching activities will involve no direct use of children as clinical material. The children will be taught as heretofore by the supervising teacher and students of supervised teaching. But there will be introduced into the new scheme of observational and pre-teaching activities certain means by which the rate and quality of progress of each student will be kept. In this way, the more able students may be given further partial teaching participation preliminary to the regular period for supervised teaching. These students will also be assigned work to prepare in anticipation of their teaching. Opportunity will probably be given for visiting in a wider field, for investigation of special problems related to teaching, and for activities which will give more nearly typical school-room experiences than the less able students can handle.

After the organization of the types of activities, the college classroom teachers and critic teachers, working cooperatively, determined a tentative list of activities for each college course. In order to do this, it was necessary for the college classroom instructors each to present the syllabus of their courses and a detailed description of how each was conducted. This tentative list of activities for the courses in Introduction to Teaching, Drawing and Handwork, Primary Classroom

good.

These should be read at the beginning of the next writing lesson in order to motivate and direct the efforts of the pupils.

Management, Primary Arithmetic, and Reading and Phonics<sup>2</sup> is given in this order.

In order to secure a picture of the progress of each student, a student rating card has been attached to the list of activities. This rating card will show the dates of trials and completions on each activity and will carry the signature of the college or supervising teacher when the student has accomplished each activity successfully. In this way a student of ability will be able to proceed faster through the list of activities because she will probably need fewer attempts than the student of lesser ability. The number of attempts will also show the quality of the work done. Two records are to be kept by each student, one for herself and one for the instructor. The instructor's record will become part of the official college record for each student. (An example of only one rating card is shown, that for Drawing and Handwork. The others are all similar. The activities have been listed for them, but because of the lack of space the rating card has been omitted.)

Drawing and Handwork  
(List of activities continued from chart illustrated on page 23.)

10. Making a list of handwork materials that cost nothing.

B. Observational.

1. Observing in school rooms to note:

<sup>2</sup>The activities listed for these subjects were worked out by the following members of the primary department in the college and training schools. College faculty members are: Fay Griffith, Joy M. Lacey, Helen Ederle, Lenna Smock, Frances Dearborn. College training school faculty member is Helen Price, supervising teacher, Grades I-III. Members of Deming school faculty are: Gertrude Dinkel, Vesta Harvey, Harriett Hebb, Helen Miller, Edna Oelgeschlager, Frances Sacks, Mildred Whitaker.



INDIANA STATE TEACHERS COLLEGE  
TWO-YEAR PRIMARY COURSE E: STUDENT RATING CARD

Student's Name ----- Subject *Drawing and Handwork* Course No. Ed. 141  
Classroom teacher ----- Supervising Teacher ----- Term 1st Year

List of Activities	Dates of Trials and Completion				Official Check by	
	Trials				Supervising Teacher	Classroom Teacher
A. College Classroom						
1. Practicing to achieve a 90% accuracy and satisfactory speed in manuscript writing.						
a. In dictation and self-initiated work						
b. On paper and on black board						
2. Practicing to achieve 80% accuracy and satisfactory speed in script writing.						
a. In dictation and self-initiated work						
b. On paper and on black board						
3. Practicing on using and learning the care of						
a. The hectograph						
b. The printing press						
4. Learning the art and construction standards for making booklets and covers. Making 5 sample covers to show correct						
a. Arrangement of designs						
b. Size and form of labels						
c. Placement of design (Balance, rhythm, etc.)						
d. Color harmony						
e. Construction (Durability, appropriateness,)						
f. General appearance (Neatness, etc.)						
5. Learning how to mount <i>eight</i> pictures appropriately.						
6. Making a portfolio of seasonal designs (stencils, drawing, etc.) appropriate for calendars, charts, and posters.						
7. Making a sample alphabet of cut-out letters.						
8. Making a scale of the products of one drawing lesson in the college classroom.						
9. Making and decorating manilla envelopes for the seatwork of a primary class.						

- a. Seasonal decorations.
- b. Calendars.
- c. Bulletin boards.
- d. Daily newspaper.
- e. Seat work materials.
- 2. Observing in art class to see how the teacher handles industrial arts lessons in:
  - a. Cutting and pasting.
  - b. Crayon work.
  - c. Painting.
  - d. Clay modeling.
  - e. Figure drawing.

Listing citizenship habits to be established.

- 3. Observe in art class and write out a description of:
  - a. The distributing and collecting of paints, crayons, paste, and scissors.
  - b. The distributing and collecting of papers for drawing, painting, and construction work.
  - c. Where teacher stands and how she illustrates her directions.

Listing citizenship habits to be established.

- 4. Observing in the primary art class in order to make a lesson plan (class working as a group).
- 5. Observing an art or handwork lesson to find the methods used for class and individual judging of the finished product.

#### C. Pre-teaching.

- 1. Making calendars to be rated by the art supervisor and loaned to a primary grade.
- 2. Preparing room decorations which a student teacher needs and observing the use of same.
- 3. Preparing seat work which a student teacher needs and observing use of same.

#### List of Activities for Introduction to Teaching—Education 111

##### A. College Classroom.

- 1. Listing the activities of good teachers and the character traits which these activities indicate.
- 2. Collecting and making lists of materials for schoolroom use. Topics: Health, Safety, Stories, Poems, Pictures.
- 3. Planning a unit of work for a given grade.
- 4. Briefing educational articles and reporting on their application in the schoolroom.
- 5. Formulating thought questions on topics of vital interest in the schoolroom.
- 6. Analyzing and improving one's own personality.
- 7. Learning and practicing the best techniques for effective study.

##### B. Observational.

- 1. Observing and listing children's interests and activities.

- 2. Observing preparations for:
  - a. The opening of school in fall.
  - b. The closing and beginning of a term's work.

- 3. Observing and analyzing the morale of a schoolroom.

- 4. Studying advertisements and catalogues of school equipment and observing the use of such equipment.

- 5. Observing a lesson in a schoolroom and making a plan for same.

- 6. Observing and making lists of devices for drill and motivation.

- 7. Making a diary of a child's behavior and planning remedial work for same.

- 8. Observing and classifying questions asked in the schoolroom.

- 9. Observing and classifying types of teaching procedure.

#### C. Pre-teaching.

- 1. Attending a Parent-Teacher meeting.
- 2. Accompanying a school excursion to note difficulties and how they are met.

#### List of Activities for Reading and Phonics—Education 143

##### A. College Classroom.

- 1. Making a list of desirable reading stimuli.

- 2. Making a list of concrete experiences upon which the lessons in the state adopted readers are based.

- 3. Making a list of devices for the three steps in learning:
  - a. Impression.
  - b. Recall.
  - c. Retention.

- 4. Classifying a list of words according to the way in which you will teach them:
  - a. By phonics.
  - b. By context or inference.
  - c. By telling.

- 5. Making different kinds of tests for the same reading lesson:
  - a. Yes and no test.
  - b. Pictorial concept test.
  - c. Choice of answers test.
  - d. Completion test.
  - e. Type question test (beginning with who, what, where, or when.)

- 6. Making questions to bring out the vocabulary difficulties in a work-type reading lesson.

- 7. Making questions to bring out the enjoyment side of a recreational type reading lesson.

- 8. Collecting catalogues and making a list of good commercial seatwork materials.

##### B. Observational.

- 1. Observing a flash card drill:
  - a. How motivated.
  - b. How conducted, especially how cards are held.
  - c. How impression, recall, retention are insured.
  - d. How individual difficulties are cared for.

- 2. Observing a chart building lesson.

3. Observing a drill type lesson.
4. Observing a lesson in phonics.
5. Observing a lesson unit in which reading and other subjects are related.
6. Observing and listing opportunities for incidental reading.
7. Observing the use of a chart to stimulate outside reading.
8. Observing a recreational type lesson.
- C. Pre-teaching.
  1. Practicing and making a chart lesson.
  2. Making thought questions to secure sentences for a reading chart.
  3. Making a reading booklet.
  4. Making a set of phrase cards.
  5. Making a set of phonic cards and their container (envelope).
  6. Practicing with hectograph and making seatwork for a reading lesson.
  7. Making six kinds of seatwork based upon the Gates *Primary Word List* and children's interests.
  8. Making a booklet to serve as a phonic dictionary.
  9. Collecting pictures suitable for chart stories and bulletin boards.
  10. Collecting pictures of current happenings of seasonal interest.
  11. Making a daily newspaper and observing its use in the primary grade.
  12. Making a miniature chart to encourage individual outside reading.
  13. Making a miniature copy of a vocabulary wall pocket chart.

List of Activities for Primary Arithmetic  
—Education 144

A. College Classroom.

1. Making an inventory of children's out-of-school number needs (5-9 years).
2. Setting up criteria for number games and making a collection of good games.
3. Trying out number games in class. Judging by criteria (see "2" above) and improving weak games.
4. Setting up criteria for verbal problems and choosing good verbal problems in text books.
5. Taking (as a class) the Compass Inventory Test.
6. Making an inventory of class needs as shown by above test.
7. Making a graph of the results of the above test:
  - a. Class graph.
  - b. Individual graph.
8. Examining arithmetic books (old and new). Finding good and bad features.
9. Making bibliographies of good references on the teaching of primary arithmetic.
10. Analyzing the number facts presented in standard and unstandardized tests on the fundamental combina-

tions (frequency of each fact).

11. Studying and learning the teaching steps which insure a maintenance program in number.
12. Making a collection of rhymes which help the number sense of children.
13. Printing on the board the number work dictated by the college classroom teacher (figures, combinations, verbal problems, examples).
- B. Observational.
  1. Observing lessons which show how to teach:
    - a. Rote counting and rational counting.
    - b. The grouping of objects and numbers.
    - c. Situations involving simple ratio and measurement.
    - d. The fundamental combinations:
      - (1) Addition.
      - (2) Subtraction.
      - (3) Multiplication.
      - (4) Division.
  2. Observing to find teaching aids for making numbers concrete (seat work, charts, flash cards, pictures, et cetera.)
  3. Observing lessons to see how number charts are used.
  4. Observing to see how the teacher presents and the pupils read and use the results of a graph record of their number ability.
  5. Observing the different types of number lessons and writing a lesson plan for each to show how these were taught:
    - One-class observation.
  6. Observing to see how number vocabulary difficulties are overcome.
  7. Observing how remedial work is given to an individual pupil.
- C. Pre-teaching.
  1. Making flash cards and learning how to display them to a class.
  2. Making different types of number charts and practicing their use in class:
    - a. Picture concept chart.
    - b. Combinations.
    - c. Store experiences.
    - d. Counting.
  3. Making number games and practicing on them with classmates to insure ease of use.
  4. Making number seat work and observing its use.
  5. Making graphs of the results of a test which you have observed the supervising teacher give:
    - a. One group graph.
    - b. One graph for an individual pupil.
  6. Making verbal problems based upon life experiences and the Gates *Primary Word List*. Observing the use of these problems by the supervising teacher, or a student of supervised teaching.
  7. Making inventory tests previous to

presenting a new number experience and observing the use of your tests.

List of Activities for Primary Classroom Management—Education 271

A. College Classroom.

1. Making a study of activities that reveal attitudes:
  - a. Of children to each other.
  - b. Of children and teacher.
  - c. Of teachers to each other.
  - d. Of teachers toward their profession.
2. Formulating good housekeeping habits and standards as applied to a school building.
3. Planning good seating arrangements for differently built school rooms. (In the form of working drawings.)
4. Making necessary standards for maintenance of building, schoolroom, playground.
5. Planning for emergencies: Fire drills, accidents, illness, dangers to children (kidnapping, etc.), special visitors and unexpected duties.
6. Studying time allotments for subjects and making room programs.
7. Outlining the policies for securing the best work between the room teacher and special teachers.
8. Practicing the writing of notes to parents on assigned topics (asking for pupil's excuse, notice of textbook needs, discipline, difficulties, et cetera).

B. Observational.

1. Observing and recording arrangement for:
  - a. Recess periods and playground work.
  - b. The beginning and dismissal of school.
2. Observing and checking during the same hour for a week on ventilating, heating, lighting, in one room.

C. Pre-teaching.

1. Learning how to keep a daily register.
2. Learning how to make report cards.
3. Making a daily program.
4. Listing the cooperative duties of the teacher and the school nurse.
5. Anticipating and recording important points which show:
  - a. What the superintendent and principal may expect of you.
  - b. What you may expect from the superintendent and principal.
6. Learning how to meet the various visitors who come to a schoolroom—the superintendent, members of the school board, special supervisors, parents, sales agents, strangers.

D. Partial Participation.

1. Making a record of the health habits of three pupils assigned to you for such a study.
2. Inspecting and rating children's

desks for neatness, order, thrift, fitness.

3. Using the seating chart and keeping attendance of one room for a week. Recording causes of absence and tardiness and observing how the teacher cares for these.
4. Assisting in preparation for the day's work in a schoolroom. Caring for flowers, plants, bookcases, chairs, tables, blackboards, dusting, et cetera.
5. Assisting in hall and playground duties for a week.
6. Assisting in managing the milk and lunch periods for a week.

There are many mechanical difficulties in the working out of such a program of activities. As the plan calls for partial participation activities in connection with some of the second year academic subjects and apart from the two terms of supervised teaching courses which we require, there has been need of a complete rearrangement of the time schedule for classes. Part of the observational work must be done outside of the training school. This makes it necessary to schedule two education classes in successive hours and thus give opportunity for doubling the program of activities on certain designated days of the term in order that students may observe at more distant schools. Each student will need to be assigned, like a regular student of supervised teaching, to a supervising (critic) teacher. This would seem to be laying an extra burden upon the already too willing and hard worked critic teachers. However, in analyzing the activities prescribed for partial participation, it was found that many of these could be taught and overseen by our advanced students of supervised teaching working under the guidance of the critic teacher.

This plan of carrying on activities  
(Continued On Page Thirty)



# An Index Number For The Distribution of Instructors' Marks

J. W. Jones

Director, Division of Research  
Indiana State Teachers College

It is sometimes difficult for the person who has not devoted considerable study to the construction of statistical tables to fully appreciate the significance of the data presented. Graphs are used to help the reader interpret the important facts in the tables, but even these present difficulties to the uninitiated.

It is the purpose of this paper (1) to describe the computation of a number which is used in studies of the distribution of instructors' marks at the Indiana State Teachers College,<sup>1</sup> (2) to present a brief interpretation of the use of this number in relation to the distributions of marks in this college, and (3) to compare the distributions of the Indiana State Teachers College with those of several other teachers colleges and other higher institutions of learning.

## The Computation of the Index Number

This computation was first made for the standard distribution of marks on a five point marking system.

The five marks used are each assigned a numerical value indicated in column 2 of Table I. These numerical weights are used in all subsequent calculations of the index.

TABLE I  
THE CALCULATION OF THE INDEX NUMBER  
FOR THE NORMAL DISTRIBUTION

Mark	W	Per Cent (W)	(Per Cent)
(1)	(2)	(3)	(4)
A	5	7	35
B	4	24	96
C	3	38	114
P	2	24	48
F	1	7	7
			300

The product of the numerical weight times the percentage of a given mark is entered in column 4. The sum of the several products is divided by three. The result for the standard distribution is 100—the index of the standard distribution of instructors' marks. Those familiar with the use of mechanical calculating machines will readily appreciate how these calculations may be quickly made on the calculator.

The second computation was made for any distribution of marks of a five point marking system.

The steps in the calculation are the same as given in the previous discussion and are illustrated in Table II.

TABLE II  
THE CALCULATION OF THE INDEX NUMBER  
FOR ANY DISTRIBUTION

Mark	W	Per Cent (W)	(Per Cent)
(1)	(2)	(3)	(4)
A	5	13.06	65.30
B	4	29.74	118.96
C	3	36.77	110.31
P	2	14.61	29.22
F	1	5.82	5.82
			329.61

Thus, the index of the distribution of 95,656 marks issued at the Indiana State Teachers College,

<sup>1</sup>Mr. Edgar N. Mendenhall, director of research at the Kansas State Teachers College, Pittsburg, Kansas, uses an index number in similar studies. This article simply explains the method used in calculating the number in the hope that others may adopt its use.

1924-1930, is 329.61 divided by 3, or 109.87.

### **An Interpretation of the Use of the Index Number**

This interpretation is made in relation to the distribution of instructors' marks in the Indiana State Teachers College. The index number for each total distribution of the college since the Fall 1924 is given in Table III.

### **Comparison of Distributions**

The question is frequently asked as to how the distribution of marks at the Indiana State Teachers College compares with distributions elsewhere. The Division of Research has recently received distribution summaries from several colleges. The index numbers have been calculated for each distribution and these numbers have been tabulated

TABLE III  
THE INDEX NUMBERS FOR DISTRIBUTIONS OF MARKS AT THE  
INDIANA STATE TEACHERS COLLEGE

Date	Fall Quarter	Winter Quarter	Spring Quarter	Year
1924-1930	107.9	108.8	111.6	109.9
1924-1925	108.9	110.5	113.4	111.2
1925-1926	111.0	110.6	112.2	111.0
1926-1927	106.5	109.7	110.3*	108.9
1927-1928	106.6	109.6	111.7*	109.4
1928-1929	108.2	108.4	112.4*	109.3
1929-1930	106.7	109.6	110.3	108.8

\*Includes Mid-Spring enrollment.

With one exception (Fall 1925) the index numbers of the distributions indicate that as the school moves through the three quarters of the year the number of high marks issued is increased and the number of failures is decreased.

The index of the distribution of the 95,656 marks issued since the Fall 1924 (regular year) is 109.9 which indicates that the number of high marks issued over this period of time is not in accord with the expected distribution based on an index of 100 for the standard distribution and represents an excess of marks in the higher levels.

in Table IV.

It is evident from this table that the distribution of marks in the Colorado State Teachers College, the Iowa State Teachers College, and the Indiana State Teachers College are about the same: 108.6, 109.0, and 109.9.

The index numbers for the distributions of the University of Michigan, the University of Wichita (except summer sessions), and the Kansas State Agricultural College seem to indicate a tendency on the part of these schools to mark lower than the teachers colleges.

TABLE IV  
INDEX NUMBERS FOR DISTRIBUTIONS OF MARKS IN SEVERAL SOLLEGES

School	Year	Fall Quarter or 1st Semester	Winter Quarter	Spring Quarter or 2nd Semester	Summer	Year
Indiana State Tchrs. College	1924- 30	107.9	109.8	111.6	----	109.9
Kansas State Tchrs. College Pittsburg	1928- 29	----	----	112.5	117.0	----
Kansas State Tchrs. College Emporia	1928- 29	103.0	----	103.0	109.0	----
Colorado State Tchrs. College	1926- 27	----	----	----	----	108.6
Greeley	1927- 28	----	----	----	----	108.5
	1928- 29	----	----	----	----	108.2
	1926- 29	----	----	----	----	108.4
Iowa State Tchrs. College	1928- 29	----	----	----	----	109.0
University of Michigan	1927- 28	105.6	----	107.6	----	----
University of Wichita	1928- 29	----	----	98.8	120.3 I 120.4 II	----
Kansas State Agricultural College	1927- 28	----	----	----	----	96.1
	1928- 29	----	----	----	----	95.6

## A Tentative Plan For Integrating Theory And Practice

(Continued From Page Twenty-Six) ties cooperatively by the students of supervised teaching and those not yet ready for supervised teaching will probably lighten the work of the former and give them more opportunity for larger teaching projects of their own. As the culmination of this final term of supervised teaching, our students are now required to work out and teach a unit upon some center of interest which involves several school subjects. They then teach this unit alone, or, if they wish, may assign parts to other students who are doing supervised teaching in the same grade. This is the type of teaching which must duplicate the work of a real teacher. It is the type which the students seem to find most interesting and profitable. Probably they will welcome the op-

portunity then to try their wings still further.

There is no end to the detail in an activity program of this kind, and this discussion has made only a beginning on the topic of integration of theory and practice. There are many other things which are being done in our best teachers colleges and probably many have gone farther than we have on an established program of integration. Tomorrow some one may find a better scheme than any so far known. The problem is a challenging one and may never be perfectly solved. But if, at the end of a year of experimental work, we have accomplished better the three objectives, human development, continuity in experiences, and unity or integration, we shall know that the time has not been wasted, nor the effort wholly fruitless.

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## Editorial

(Continued From Page Sixteen)

"Third, A person may possess the two knowledges described, and yet fail to be an efficient practical teacher. With these acquirements, one may determine theoretically, *what* should be taught, and *how* it should be taught, but fail in the actual practice of teaching.

"A third and important part of Normal School work is training in

the practice of teaching till the pupil-teacher acquires a reasonable degree of skill in the art. Thus, Normal School work presents three essential phases of culture and training."—From "The Idea of a Normal School" by William A. Jones, first president of Indiana State Teachers College, then Indiana State Normal School in THE SCHOOLS OF INDIANA, 1876.



## Around The Reading Table

### THREE DIFFERENT VIEWS

**Our Country Past and Present** by W. L. Nida, State Teachers College, San Diego, California, and Victor L. Webb, supervisor of social studies, Little Rock, Arkansas. (Chicago: Scott, Foresman and Company. 1930. Pp. 393)

#### View I—The Geographer.

The authors state that they set out to write a book interweaving history and geography and serving as an elementary introduction to civics. They accept "convincing proof that geography cannot stand alone and justify its place in our course of study" and they "are convinced that history divorced from geography is one sided. . . untrue . . . perhaps mis-education." They say that "this book will reduce the number of subjects on the program."

What the authors have achieved is an interesting portrayal of some phases of the past and the present of the United States, by means of narrative, description, comparison, and contrast. The book is valuable for supplementary reading in history and geography. In my judgment the subject-matter largely is to geography and the social studies what general science is to geography and the physical sciences, and it probably will have a similar career.

The book is largely lacking in the correlations whereby geography relationships are discovered and it is strikingly "short" in analysis of the nature of such relationships. I think of it as a sort of biography of countries, inadequate for geographic training seriously needed by the modern child.

—B. H. Schockel  
Professor of Geography

#### View II—The Historian

This book is an attempt to present "a unified course in the history and geography of the United States for the elementary schools." The authors attempt to present these subjects in a fusion course designed for the upper grades of the elementary school. The book represents a relatively new thought in its attempt to fuse history and geography instead of the correlation of these subjects which is by no means new.

The book aims to cover the geography of the United States and to recognize the geographic influences on the history of the United States and to present its history through the period of colonization, thence through the western movement. The theory of the authors as expressed in their preface is that the child is ordinarily subjected to the teaching of a number of specialists and is forgotten in the maze of subject-matter; this being contrasted with their effort to fuse history, geography, and civics, which aims to break down subject demarcation and bring the child uppermost in the course rather than subject-matter.

It seems to the writer that the book has merit in the following points:

1. The language is well selected and graded to fit the pupil in the grades for which it is designed.
2. The illustrations are well selected and are excellent photographs in most cases.
3. The maps are numerous and are placed at strategic points.
4. The idea of correlation deserves commendation.
5. The helps at the end of the sections and chapters are thought-provoking and well selected. Good reference tables are also to be found.
6. Credit should be given the authors for their venture into a relatively unexplored territory.
7. The style of presentation is good and the general text of the book is interesting to the reader.

It seems to the writer that criticism can be offered on the following points:

1. That the fusion idea is not carried through and in the final analysis it treats two separate subjects, correlating them here and there but not fusing them as the authors promise.
2. As a result of the attempted fusion neither history nor geography is given adequate treatment.
3. The biographical side of history, so impor-

tant in these grades, is sorely neglected.

4. The chronological sequence of history is, in many places in the text, lost to the reader.

5. The recognition of factors outside of the geographic one in their effect on our history as politics, racial composition, slavery, old world influences, et cetera, are in many cases neglected.

—H. E. Moore  
Instructor in Social Studies (Summer Term)

#### View III—The Educator

The authors have presented one method of helping to solve the problems now perplexing the makers of social studies curricula for the elementary grades. They realize that children of these school years have little or no interest in either history or geography as subjects but that they are or may be intensely interested in life, and in the conditions which produce and sustain that life. To older folks, or to textbook writers, this matter may constitute geography and history, according to the time and place relations involved. Nida and Webb have sought to weave into one, rather than into two or more narratives, the story of life as found in the United States, past and present. Not even the most ardent advocates of separate courses in these subjects would deny the close relationship of the two. Indeed, say these critics of "unified" courses, geography and history are too closely related to marry, so must just continue to be brother and sister to each other, with more or less frequent family estrangements.

The authors begin with the discovery and settlement of the United States and then portray present day life along the eastern coast. They trace the hunt of the white man for new homes and better living conditions from the east into the Great Lakes and Mississippi Valley regions, presenting first the historical or past life and then the present. Even in this vast region Daniel Boone was too much crowded, so with Lewis and Clark the authors attempt to find still newer homes in the northwest. The Spaniards and the gold hunters lead on into the southwest and eventually turn much of that barren region into a land of "golden" fruit.

Have the authors succeeded in blending this past and present life of our country into one well organized, continuous narrative? They most certainly have not created a new subject. They possibly have used too much of both geography and history. In some parts they may be accused of even "cyclopedic" or "factual" treatment of their material. They have considered the discovery, settlement, and expansion phases of American history and very wisely have omitted most of the political development. Even their brief discussions of the Revolutionary and the Civil Wars might well have been reserved for the seventh year.

The work is an excellent start on a new era in social studies texts. This book may serve well for that part of sixth grade work covered. It is adapted to the one cycle idea in both geography and history for the elementary years. The book possibly does not emphasize strongly enough the influence of environment upon peoples nor how that environment has been changed to meet the needs of better living. The book is a distinct step forward, the alpha and not the omega of better things in elementary social studies teaching. Some useless material has been omitted, more will be, but the authors are wise to hold on to much of the traditional subject matter until the so-called "life problem" courses are much more clearly defined and presented.

—Edwin N. Canine  
Director of Student Teaching

**How to Supervise** by George C. Kyte, professor of elementary education and supervision at the University of Michigan. (Boston: Houghton Mifflin Company. 1930. Pp. xv, 468.)

"How to Supervise" by Professor George C. Kyte of the University of Michigan is the first book of its kind. Although a number of books on supervision of instruction have appeared in the

past few years, this book is the first that makes a major issue out of the most fundamental of all problems concerning supervision, how to do it. Professor Kyte is to be commended for his achievement.

The book has seventeen chapters. Two are devoted to the history and philosophy of supervision; two to the organization of supervision; ten to the techniques of supervision; and three to the supervision of particular types of teachers. The book represents a thorough treatment of the subject, and it contains considerable statistical material. Frequent reference is made to the investigations of other writers.

Kyte's book will probably prove to be more helpful to supervisors and supervisors-in-training than any text on the subject to date.

—J. R. Shannon  
Professor of Education

**Pageants with a Purpose.** Edited by Lenwood Taft. (New York: A. S. Barnes and Company.)

"The Recompense" by Ethel E. Holmes and Nina G. Carey, "The Golden Age" by Katherine Linder Chapman, and "The Festival of Indian Corn" by Esse V. Hathaway are three very usable recent additions to the Physical Education Handbook series of "Pageants with a Purpose."

"The Recompense" is written for the closing exercise of a junior high school class. Its story deals with the gods and goddesses of the ancient world who believe that the races of mankind have forgotten their ideals and have fallen away from their former glory. The search for proof that the accusation is unjust gives opportunity to review in seven episodes the activities of all departments of the modern school.

"The Golden Age" is a dramatic dance pageant of mythology and would serve nicely as the culminating program for a year's work in natural dancing for a high school or college class. The story is based upon Shakerly Marmion's poem, "Legend of Cupid and Psyche." In addition to an unusually clear description of the action of the pageant, exact information about dances and music, the author has included a scenery sheet, property sheet, lighting cues, and a full description of all costumes necessary.

"The Festival of Indian Corn" tells in verse,

pantomime, and dance the romantic story of the development of the Middle West.

—Florence M. Curtis  
Head, Department of Physical Education  
for Women

**The Junior High School.** Edited by William M. Proctor, professor of education in Leland Stanford University, and Nicholas Ricciardi, chief of the division of city secondary schools in the department of education of the state of California. (Palo Alto, Calif.: Stanford University Press, 1930.)

This book is the product of the writing of twenty-six educators besides the two editors. Nearly all of these twenty-eight are administrative officers in city school systems or in the state department of education of California. This gives a practical touch to the work. The contributors were asked by the editors to write from the fullness of their experience with the junior high schools of California, the pioneer state in the junior-high-school movement. This gives added touch to the practicalness of the book.

Being prepared by a number of writers, the book lacks unity and coherence, as do nearly all books so prepared, and although based on the residue of experience of many writers, the volume lacks the scholarly touch that makes a book desirable for text purposes.

Sixteen topics, mostly administrative in nature, are treated. These topics will probably find their greatest value as supplementary material to the more scholarly texts in secondary education.

—J. R. Shannon  
Professor of Education

**The Kelpies Run Away** by Etta Austin Blaisdell. (Boston: Little, Brown, and Company, 1930. Pp. 156.)

Another of the delightful stories of the Kelpies by Etta Austin Blaisdell has just been published by Little, Brown, and Company. Mechanically the book meets exacting standards for little folks. One finds oneself reading rapidly along to learn all that happens to the Kelpies on this new adventure. The book will prove a welcome addition to the child's reading table.

—J. W. Jones  
Professor of Education





## BOOKS THAT HAVE MADE A DISTINCT CONTRIBUTION

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